Subject: Colonial History
Grade: 5

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School: University of Md

Title or Topic: Was the Stamp Act Fair?

Instructional Time: 1-2 lessons

PART I.
1. Essential Learning: (Big picture/concept to be learned.)

Students will examine and evaluate different perspectives concerning events leading to the American Revolution, in this case the Stamp Act.

2. National History Standard (NHS): (Historical Thinking Standard)
   3. Historical Analysis & Interpretation
      - Compare and contrast sets of ideas, values, etc.
      - Consider multiple perspectives

   5. Historical Issues-Analysis & Decision Making
      - Analyze the interests and values of various people involved.

3. Virginia Standards of Learning (SOL): (Identify by number and descriptor.)
   USI.6a-The student will demonstrate knowledge of the causes and results of the American Revolution by identifying the issues of dissatisfaction that led to the American Revolution.
   VUS.4b-The student will demonstrate knowledge of events and issues of the Revolutionary Period by describing the political differences among the colonists concerning separation from Britain.

4. Fairfax County Program of Studies (POS): (Identify by number and descriptor.)
   Gr. 6 Standard 1, Benchmark 1, Indicator d.
   Analyze colonial/English relations, issues of dissatisfaction, contributing factors, key events, and effects of the American Revolution.
   Gr. 6 Standard 9, Benchmark 1
   Students analyze different perspectives on significant issues in American history.
   Gr. 11 Standard 4, Benchmark 4.1, Indicator C
   Identify the key acts of Parliament and the critical events leading to the outbreak of armed conflict between the colonies and England.
5. **Learning Strategy(s) Objectives:**
   3. Make Inferences-Read and listen between the lines to understand implied meaning.
   4. Summarize-Create mental, oral or written summary of information.
   10. Cooperate-Work with others to complete tasks, build confidence and give and receive feedback.

PART II.
1. **Assessment:** (Describe here. Attach a copy of student instructions or assessment instrument.)
   If applicable, include student self-assessment.

Use resource sheets 9/10 “Was the Stamp Act Fair” to assess students’ ability to support their opinion of whether or not the Stamp Act was fair. Students should complete the sheets to give sufficient, accurate evidence from the documents supporting their opinion.

   Explain that after each person in the group has recorded the group’s answers, students will use the chart and individually decide whether they would have supported or opposed the Stamp Act.

   After students make their decision, have students move to opposite sides or the room where they will sign an oath of support for or opposition to the Stamp Act.

2. **Instructional Strategies:** (Describe step by step procedure. Include opener, teacher presentation and student activities.)

Preparation:
- Resource sheets 3-6 should be numbered or colored by group. (Students will work in groups of four. Each student in the group should have a different document, but all documents, RS 3-6, should be identified with the same color or number so that students know which group they will be working with.) Prepare sets of documents 3-6, and each set should be printed on different color. These colors will identify the groups.
- “Document Chart” for each group should be prepared with four rows and three columns titled as follows:

<table>
<thead>
<tr>
<th>Document</th>
<th>Support or Oppose Stamp Act</th>
<th>Proof</th>
</tr>
</thead>
<tbody>
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<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

- Record the terms perspectives, support, and oppose on an overhead.
- Record the directions on an overhead:
  1. Individually-read article, then complete Resource Sheet 7
2. Group-read document aloud,
   Complete the three column chart
   Repeat for each document.
3. Individually-decide whether or not they would have supported or opposed the
   Stamp Act
   • Prepare Oaths of Support and Opposition on either side of the room. Place “Design a
     Stamp” activity sheets in a folder at the Support side of the room. Place “Plan a Protest”
     activity sheets in a folder at the Opposition side of the room. Be sure there are pens
     available to sign the oath.

Lesson:
1. Allow students to view samples of stamps from the period. Pose the questions,
   “What are these? Do they look like something you recognize today? What do you
   think they might have been used for?” Allow time for students to answer and discuss
   between each question.
2. Explain that they are official British Stamps that were affixed or printed on official
   documents in 1760s. Tell students that these stamps and stamps like them were the
   cause of such controversy that they helped to start the American Revolution. Explain
   to students that they will learn more about the Stamp Act and how people felt about
   it.
3. Review with the class what life was like in the 1760s. As, “What was happening in
   the colonies?” (French and Indian War had ended, paper money had been banned all
   debts were to be paid with gold and silver, etc.)
4. Discuss the Stamp Act, reviewing what its purpose was. Have students do a “Think-
   Pair-Share” to decide who the Stamp Act would have affected the most.
5. Explain that students will be given documents that they will read and interpret in
   order to determine for themselves whether or not the Stamp Act was fair.
6. Before modeling, discuss the term, perspective, so that students understand there are
   multiple perspectives for every story. People view things differently without one
   necessarily being right or wrong. Also discuss the terms, support and oppose, so that
   students have a clear understanding of their meaning. Definitions may need to be
   posted on the board or overhead so that students may refer back to them as needed.
7. Distribute Resource Sheet 2, the “Boston-Gazette Supplement.” Allow students time
   to skim over the document and take notice of any text features.
8. Display the transparency of the “How to Interpret a Document” worksheet, (Resource
   Sheet 7) on the overhead.
9. With the class, complete the information in the upper half of the worksheet. Allow
   students time to read the document before completing numbers 1-2 together. Make it
   clear that students will be expected to read another document and complete the same
   worksheet on their own.
10. Students will individually read the document and complete numbers 1-2 on Resource
    Sheet 7.
11. Then, as a group, they will read the documents aloud and complete the chart. This
    includes identifying or naming the document (London Paper) and recording it on the
    chart under the heading, Document. (The teacher will model with RS 2.) As a group,
    decide whether or not the document supports or opposes the Stamp Act. Record
answers in the correct column. Under the column, Evidence, record terms from the article that support the group’s opinion.

For example:

<table>
<thead>
<tr>
<th>Document</th>
<th>Support or Oppose Stamp Act</th>
<th>Proof</th>
</tr>
</thead>
<tbody>
<tr>
<td>London Paper</td>
<td>Supports</td>
<td>Riotous behavior, Tax never falls on poor</td>
</tr>
</tbody>
</table>

12. Explain that after each person in the group has recorded the group’s answer, students will use the chart and individually decide whether or not they would have supported or opposed the Stamp Act. Students should complete Resource Sheet 9 or 10 at this time.

13. As students make their decision, they will move to opposite sides of the room where they will sign an oath of support or opposition to the Stamp Act.

14. Allow time for students to share with the class their conclusions and stamp or protest.

15. Post student work with the heading “Was the Stamp Act of 1765 Fair?” for others to view.

3. Materials/Resources to be used:

Teacher:
- Primary source documents (Resource Sheets 1-6)
- Transparency of “How to Interpret a Document” worksheet (Resource Sheet 7)
- Pictures or color transparencies of stamp samples (Resource Sheet 8)
- “Design a Stamp” worksheets (Resource Sheet 9) in a folder titled “Support Stamp Act”
- “Plan a Protest” worksheets (Resource Sheet 10) in a folder titled “Opposed to Stamp Act”
- sample “Document Chart”
- Oaths of Support or Opposition

Students:
- One copy of “Boston-Gazette Supplement (Resource Sheet 2)
- One primary source document (Resource Sheets 3-6) per student.
- One “How to Interpret a Document” worksheet (Resource Sheet 7) per student

Group:
- “Document Chart” paper with columns titled “Document,” “Support or Oppose,” and “Proof”. There must be four rows (enough for each document in the group).
- Marker
- Colored pencils or crayons

4. Differentiation: (Include strategies for reteaching and special populations such as GT, ESOL and special education.)

Provide students the opportunity to research controversial bills, laws, or events of the time period and decide whether or not they support or oppose the law.
Direct specific students to read certain documents that would be more appropriate for their reading level.

Work with small groups or individuals to help them with reading and interpreting the documents.

5. **Attachments:** (Assessments, rubrics, handouts that support the lesson.)
   - Primary Source Annotation
   - Resource Sheet 1-The Stamp Act
   - Resource Sheet 2-Boston-Gazette Supplement, 27 January 1766
   - Resource Sheet 3-Boston-Gazette Supplement, 9 December 1765
   - Resource Sheet 4-George Grenville, Speech in the House of Commons
   - Resource Sheet 5-A Furious Mob
   - Resource Sheet 6-Do Not Tax the Colonies
   - Resource Sheet 7-How to Interpret a Document
   - Resource Sheet 8-Sample Stamps
   - Resource Sheet 9-Design a Stamp
   - Resource Sheet 10-Plan a Protest
   - Resource Sheet 11-Oath of Support
   - Resource Sheet 12-Oath of Opposition

Bibliography